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CHAPTER V

CONCLUSION, IMPLICATION OF THE RESEARCH AND RECOMMENDATION

V.1. CONCLUSION

Based on the hypotheses of the research, the findings of the research can be concluded into some points as follows:

- a. There is a significant difference of pre-test mean scores of vocabulary mastery between experimental and control classes. The result shows that the mean scores do not differ much between both groups. According to this finding, it can be inferred that both classes have similar levels of vocabulary mastery before being given the treatment.
- b. There is a significant difference of post-test mean scores of vocabulary mastery between experimental and control classes. The result shows that the mean scores differ much between both groups. The result of p is 0.000, the 2-tailed value is less than 0.05 ($p < 0.05$). According to this finding, it can be inferred that there is a significant difference of the students' vocabulary mastery posttest mean scores.
- c. There is a significant difference of the students' vocabulary mastery between pre-test and post-test mean score in the experimental

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group at State Junior High School 1 Singingi Kuantan Singingi Regency. After analyzing the data, the result of η^2 is 0.675, it shows the level of significant effect is large. Then, it means that after conducting the treatment by using Semantic Mapping strategy, the students' vocabulary mastery can improve **67.5 %**. It can be concluded that there is a significant improvement on students' vocabulary mastery in the experimental class. In other words, Semantic Strategy gives effect to improve students' vocabulary mastery.

- d. There is no significant difference of the students' vocabulary mastery between pre-test and post - test mean scores in the control group at State Junior High School 1 Singingi Kuantan Singingi Regency. The result of probability is 0.110, it is higher than 0.005. Indeed, there is no significant improvement on students' vocabulary mastery in the control group.
- e. There is no significant difference of the students' reading comprehension pretest between the experimental group and the control group at State Junior High School 1 Singingi Kuantan Singingi Regency. The result shows that the mean scores do not differ much between both groups. According to this finding, it can be inferred that both classes have similar levels of reading comprehension.

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- f. There is a significant difference of the students' reading comprehension post test mean scores between the experimental group and the control group at State Junior High School 1 Singingi Kuantan Singingi Regency. The result shows that the mean scores differ much between both groups. The result of p is 0.000, the 2-tailed value is less than 0.05 ($p < 0.05$). According to this finding, it can be inferred that there is a significant difference of students' reading comprehension posttest score.
- g. There is a significant difference of students' reading comprehension in using Semantic Mapping strategy for the experimental group at State Junior High School 1 Singing Kuantan Singingi Regency. The result of η^2 is 0.671. It means that after conducting the treatment by using Semantic Mapping strategy, the students' vocabulary mastery can improve **67.1 %**. It can be concluded that there is a significant improvement of students reading comprehension in the experimental class. In other words, Semantic Strategy gives effect to improve students' reading comprehension.
- h. There is no significant difference of the students' reading comprehension in using non-Semantic Mapping strategy of the control group at State Junior High School 1 Singing Kuantan Singingi Regency. The result of probability is 0.103. Indeed, there is no significant improvement of the students' reading comprehension in the control

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group because $0.103 > 0.05$, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected.

V.2. IMPLICATION OF THE RESEARCH

The finding of this research indicates that there is a significant effect of using Semantic Mapping Strategy on students' vocabulary mastery and their reading comprehension. Based on this finding, this research has provided several implications either for the students or the teachers. It can be an additional guideline of teaching.

Furthermore, Semantic Mapping takes place in the success of students in learning English. This case gives more knowledge to students to apply more strategy, learning English to reach willingness objective, and then for the teacher as a facilitator in students' learning.

This research had an implication on students' vocabulary mastery and reading comprehension by using semantic mapping strategy, the students can comprehend the vocabulary and reading text easily and effectively.

At last, as the reflection of this semantic mapping strategy, the teacher noticed that comprehension improved quickly when the students understood the vocabularies.

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V.3. RECOMMENDATION

Several recommendations should be given to the students, the educators and the stakeholders.

1. For the students

It is suggested to learn and comprehend more the use of this strategy, the students can use this strategy during practice their vocabulary mastery and reading comprehension. The students are expected to consistently practice how to comprehend the text correctly.

2. For the teachers

It is suggested to understand and apply more the use of semantic mapping strategy in order to give other variations of the teaching strategies, so that the students comprehend the text and find the meaning of vocabulary easily.

3. For the institution,

There are several points need to be suggested, as follows:

- a. Semantic mapping strategies can be introduced and developed further by the teacher, students, and other educators as an alternative teaching strategies, particularly in teaching vocabulary mastery and reading comprehension. The process of introduction and development of semantic mapping strategies can be conducted through English clubs or English zone, meetings, or training.

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- b. Further research related to the use of semantic mapping strategies needs to be conducted by relating it with other variables such as interest, prior knowledge, self-concept, critical thinking skills, writing, listening, creativity, etc., which those are the integral parts of the students that is necessary to explore more its influence on the development of semantic mapping strategies.
 - c. By providing the positive contribution of the use of semantic mapping strategies on students' vocabulary mastery and reading comprehension and attitudes the educators and stakeholder are expected to improve its sustainability.